

OPI E-Grants System

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You have been granted access to the forms below by your Security Administrator

Competitive Grant[21st Century](#)**Formula Grant**[Carl Perkins - Secondary](#)[ESEA / NCLB Consolidated](#)[IDEA Consolidated](#)[Title I School Improvement](#)**Planning**[Planning Tool](#)**Discretionary Grant**[Title I Part C - Regular Term](#)[Title I Part C - Summer Term](#)

If the form you need is not listed, contact your Security Coordinator :

See the Instructions for supported browsers and optimal screen resolution settings.

user ID:



The Montana Office of Public Instruction, Linda McCulloch, Superintendent • P.O. Box 202501 Helena, Montana 59620-2501
In-State Toll-Free 1-888-231-9393, Local (406) 444-3095

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Applicant Name:

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Application Select - ESEA Consolidated

[Instruction](#)

Select an application from the list(s) below and press one of the following buttons:

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Review Summary

Print All

Printed Applications:

Select	Application / Amendment	Original Submit Date	OPI Approval Date	Status	Status Date	Consulting
2007-2008						
<input checked="" type="radio"/>	08-ESEA-00 Original Application			Not Submitted		<input type="checkbox"/>

user ID:

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Applicant Name:

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Application Sections

ESEA / NCLB Consolidated

Application: 2007-2008 Original Application

ESEA / No Child Left Behind (NCLB) Consolidated Programs

Programs: Title I, Part A - Improving the Academic Achievement of the Disadvantaged

Title II, Part A - Improving Teacher Quality

Title II, Part D - Enhancing Education Through Technology

Title III - English Language Acquisition

Title IV, Part A - Safe and Drug-Free Schools and Communities

Title V, Part A - Innovative Programs

Title VI Part A, Subpart 2 - General Transferability

Title VI Part B, Subpart 1 - Small Rural Schools

Title VI Part B, Subpart 2 - Rural Low Income

Purpose: The NCLB Act, signed into law on January 8, 2002, requires that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

The No Child Left Behind Act of 2001 (NCLB) redesigned the Elementary and Secondary Act (ESEA) programs to emphasize four pillars of reform.

1. Accountability for results
2. Doing what works based on scientific research

3. Local control and flexibility
4. Expanded parental choices

Legislation: [Public Law 107-110, the No Child Left Behind Act of 2001](#)

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Application Sections

ESEA / NCLB Consolidated

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Contact Information

[Instructions](#)*** Denotes required field**

Authorized Representative:

Last Name First Name Phone Extension Fax Summer Phone* Extension Email

District Clerk:

Last Name First Name Phone Extension Fax Summer Phone* Extension Email **Check a box below and complete the information if the contact is not the Authorized Representative listed above.**☒ **Title I A Contact:**Last Name* First Name* Position/Title* Phone* Extension Fax* Summer Phone* Extension Email*

☒ **Title II A Contact:**

Last Name*

First Name*

Position/Title*

Phone*

Extension

Fax*

Summer Phone*

Extension

Email*

☒ **Title II D Contact:**

Last Name*

First Name*

Position/Title*

Phone*

Extension

Fax*

Summer Phone*

Extension

Email*

☒ **Technology Coordinator:**

Last Name*

First Name*

Position/Title*

Phone*

Extension

Fax*

Summer Phone*

Extension

Email*

☒ **Title III Contact:**

Last Name*

First Name*

Position/Title*

Phone*

Extension

Fax*

Summer Phone*

Extension

Email*

☒ **Title IV A Contact:**

Last Name*	<input type="text"/>	First Name*	<input type="text"/>
Position/Title*	<input type="text"/>		
Phone*	<input type="text"/>	Extension	<input type="text"/>
Summer Phone*	<input type="text"/>	Extension	<input type="text"/>
		Email*	<input type="text"/>

☒ **Title V A Contact:**

Last Name*	<input type="text"/>	First Name*	<input type="text"/>
Position/Title*	<input type="text"/>		
Phone*	<input type="text"/>	Extension	<input type="text"/>
Summer Phone*	<input type="text"/>	Extension	<input type="text"/>
		Email*	<input type="text"/>

☐ **Title VI Contact:**

Application Approval / Disapproval Copy Email Addresses

- ☒ Check to add up to five (5) email addresses to receive copies of automated approval/disapproval notices. The Authorized Representative or Superintendent who submits the application does not need to be included in this list.

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Application Sections ESEA / NCLB Consolidated

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Allocations

[Instructions](#)

	TitleIA	Schoolwide	TitleIIA	TitleIID	TitleIII	TitleIVA	TitleVA	TitleVIB
Current Year Funds								
Allocation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ReAllocated (+)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Released (-)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Current Year Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Prior Year(s) Funds								
Carryover (+)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ReAllocated (+)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Prior Year(s) Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Multi-District								
Transfer In (+)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Transfer Out (-)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Administrative Agent								
Adjusted Sub Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Complete the section below to notify the SEA that the applicant is transferring funds per the provisions of the State and Local Transferability Act. Guidance on Transferability is available at <http://www.ed.gov/programs/transferability/finalsummary04.doc>

Funds Available for Transfer	TitleIA	Schoolwide	TitleIIA	TitleIID	TitleIII	TitleIVA	TitleVA	TitleVIB
Current Year (50%)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Cap for Carryover								
Total Available for Transfer	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
From TitleIIA (+)	<input type="text" value="0"/>			<input type="text" value="0"/>		<input type="text" value="0"/>	<input type="text" value="0"/>	
From TitleIID (+)	<input type="text" value="0"/>		<input type="text" value="0"/>			<input type="text" value="0"/>	<input type="text" value="0"/>	
From TitleIVA (+)	<input type="text" value="0"/>		<input type="text" value="0"/>	<input type="text" value="0"/>			<input type="text" value="0"/>	

From TitleVA (+)	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>				
Total Transfer	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

If you have an approved Schoolwide plan, you are eligible to transfer funds to the Schoolwide program. You may transfer up to the amount indicated for each of the other Titles. Funds transferred to Schoolwide below will be available for budgeting under the Schoolwide program. The Title I amount transferred to Schoolwide will be edited against amounts entered on Targeting Step 4. The Title I transfer amount must be greater than or equal to the sum of Attendance Area Allocations for each school marked Schoolwide (SWP).

Amount Available for Transfer	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
To School Wide (-)	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Net Adjustment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Available for Budgeting	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Funds not applied for (SEA may reallocate funds to other grantees)								
Current Year Funds	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prior Year Funds	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	TitleIA	Schoolwide	TitleIIA	TitleIID	TitleIII	TitleIVA	TitleVA	TitleVIB

Calculate Totals

Save Page

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ESEA / NCLB Consolidated

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Click to Return to Application Select

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Topic Funding

Instructions

Total Available for Budgeting	TitleIA \$0	Schoolwide \$0	TitleIIA \$0	TitleIID \$0	TitleIII \$0	TitleIVA \$0	TitleVA \$0	TitleVIB \$0
Topic Funding Indicate which programs will provide funding for each topic by checking the appropriate check boxes.								
Topic 1: Improving Academic Achievement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Topic 2: Assuring Qualified Teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Topic 3: Improving Graduation Rates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Topic 4: Improving School Climate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Topic 5: Providing Education Appropriate to Students' Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Topic 6: Increasing Parent and Community Involvement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Topic 7: Providing Quality Career and Technical Education Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	TitleIA	Schoolwide	TitleIIA	TitleIID	TitleIII	TitleIVA	TitleVA	TitleVIB

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Allocations	Topic Funding	General Transferability	Small_Rural Schools (SRS)
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General Transferability

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Transferability is authorized under subpart 2 of Part A of Title VI of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act (NCLB) of 2001.

Transferability is a flexibility authority that permits local educational agencies (LEAs) to transfer up to 50% of the funding they receive by formula under certain Federal programs to their allocations under other programs so they can address more effectively their unique needs. Transferability provides LEAs with unprecedented flexibility in targeting Federal resources to meet the needs of all children. It can be a powerful tool in assisting districts in pursuing their own strategies for raising student achievement.

In general, an LEA may transfer up to 50 percent of each fiscal year's funds it receives by formula under the following provisions:

- (1) **Subpart 2 of Part A of Title II (Improving Teacher Quality State Grants);**
- (2) **Part D of Title II (Educational Technology State Grants);**
- (3) **Part A of Title IV (Safe and Drug-Free Schools and Communities); and**
- (4) **Part A of Title V (State Grants for Innovative Programs).**

An LEA identified for improvement under section 1116(c)(3) may transfer up to 30 percent of each fiscal year's funds it receives by formula under the provisions listed above. Those funds transferred must also support local school improvement activities.

An LEA identified for corrective action under 1116(c)(10) may not transfer any funds.

An LEA may not transfer funds from Part A of Title I to its allocations under other programs. It may only transfer funds into Part A of Title I.

Funds that a LEA transfers are subject to the rules and requirements of the programs to which the funds are transferred.

The amount of carryover funds, if any, that an LEA may transfer depends on the amount of funds, if any, that it transferred during the year preceding the carryover period. An LEA may transfer carryover funds from an eligible program to an eligible program to the extent it has not exceeded the 50 percent transferability limitation.

If an LEA transfers less than 50 percent of a program's funding base for a given fiscal year, it may transfer funds carried forward to the succeeding fiscal year, but only to the extent that the sum of the amount transferred during the prior year and the amount of carryover funds to be transferred do not exceed 50 percent of the fiscal year's funding base for that program.

Because of the adjustments to nonpublic allocations and set-asides, as well as bookkeeping requirements, LEAs are encouraged to carefully plan transfers that meet the identified needs of their schools and students, to make transfers at the beginning of the project year when possible, and to keep the number of transfers to a minimum. However, there are no statutory limitations on the number of times an LEA may transfer funds into, or from, an individual program during a fiscal year.

Schools districts must notify the Office of Public Instruction that the prime applicant is transferring funds by completing the transferability section of the Allocation page.

Legislation: [Part A, Subpart 2 - General Transferability](#)[Public Law 107-110: Title VI](#)

Guidance on General Transferability is available at <http://www.ed.gov/programs/transferability/finalsummary04.doc>

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Allocations	Topic Funding	General Transferability	Small_Rural Schools (SRS)
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Small Rural School Achievement (SRSA or SRS) Program

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Part B of Title VI of the reauthorized ESEA/NCLB contains Rural Education Achievement Program (REAP) initiatives that are designed to help rural districts that may lack the personnel and resources to compete effectively for Federal competitive grants and that often receive grant allocations in amounts that are too small to be effective in meeting their intended purposes.

The Rural Education Achievement Program (REAP) is designed to assist rural school districts in using Federal resources more effectively to improve the quality of instruction and student academic achievement. It consists of two separate programs - the Small Rural School Achievement (SRSA or SRS) program and the Rural and Low-Income Schools (RLIS or RLI) program.

The SRS program is a rural school initiative with two components to more effectively improve academic achievement:

1) *REAP-Flex - the Alternative Uses of Funds*

The authority to redirect the use of formula grant funds that they receive under certain State-administered Federal programs to other qualifying programs, and

2) *The SRS grant program*

An LEA that is eligible to participate in REAP-Flex may also be also eligible for a grant under the SRS grant program. The US Department of Education awards SRS funds directly to eligible Local Education Agencies (LEAs) on a formula basis.

To be eligible to participate in REAP-Flex and the SRS grant program, an LEA must:

- (1) have a total average daily attendance (ADA) of less than 600 students, or serve only schools that are located in counties that have a population density of fewer than 10 persons per square mile; and
- (2) serve only schools that have an NCES school locale code of 7 or 8 (assigned by the US Department of Education's National Center for Education Statistics) or be located in an area of the State defined as rural by a governmental agency of the State.

(1) REAP-Flex - the Alternative Uses of Funds

"REAP-Flex" is the term that the U.S. Department of Education has given to the "alternative uses of funds" authority under the Small, Rural School Achievement program. This authority provides flexibility to redirect the use of Federal formula funds (applicable funding) allocated under qualifying programs to other qualifying programs.

REAP-Flex does not involve a transfer of funds from one program to another. Rather, REAP-Flex gives an LEA broader authority in spending "applicable funding" for alternative uses under selected federal programs.

"Applicable funding" is the funding for which an eligible LEA may exercise its REAP-Flex (or redirection) authority. Specifically, "applicable funding" includes all funds allocated by formula to an eligible LEA under the following programs:

- (1) Subpart 2 of Part A of Title II (Improving Teacher Quality State Grants);
- (2) Part D of Title II (Educational Technology State Grants);
- (3) Part A of Title IV (Safe and Drug-Free Schools and Communities); and
- (4) Part A of Title V (State Grants for Innovative Programs).

An LEA with REAP-Flex authority may use all or part of its "applicable funding" for local activities authorized by redirecting the use of those funds to one or more of the following ESEA programs:

- (1) Part A of Title I (Improving the Academic Achievement of the Disadvantaged);
- (2) Part A of Title II (Improving Teacher Quality State Grants);
- (3) Part D of Title II (Educational Technology State Grants);
- (4) Title III (Language Instruction for Limited English Proficient and Immigrant Students);
- (5) Part A of Title IV (Safe and Drug-Free Schools and Communities);
- (6) Part B of Title IV (21st Century Community Learning Centers); and
- (7) Part A of Title V (State Grants for Innovative Programs).

An LEA may use its "applicable funding" for authorized activities under any of the programs listed above. For example, a district that does not receive funds under Part A of Title I may nonetheless use its applicable funding for Title I activities.

The REAP-Flex funds are not subject to set-aside requirements.

School districts must notify the Office of Public Instruction that the prime applicant is using the REAP-Flex provisions by completing the REAP-Flex section of the allocation page.

(2) The SRS grant program

By statute, the US Department of Education makes SRS grant allocations directly to eligible LEAs on the basis of the statutory formula in section 6212(b) of the ESEA/NCLB. The US Department of Education awards SRS grants only to those LEAs that submit an application by the established deadline.

Under the formula, the US Department of Education determines an initial allocation that takes into consideration the number of students in average daily attendance (ADA) in the schools served by the LEA, and then subtracts from the initial calculation the total amount of funds received by the LEA under certain Federal formula grant programs in the previous fiscal year. The grant is awarded directly to LEAs by the US Department of Education, not the Office of Public Instruction.

The SRS grant program is intended to assist a participating LEA in meeting its State's definition of adequate yearly progress (AYP). An LEA may therefore use funds that it receives under the SRS grant program to carry out local activities authorized under one or more of the following programs:

- (1) Part A of Title I (Improving the Academic Achievement of the Disadvantaged);
- (2) Part A of Title II (Improving Teacher Quality State Grants);
- (3) Part D of Title II (Educational Technology State Grants);
- (4) Title III (Language Instruction for Limited English Proficient and Immigrant Students);
- (5) Part A of Title IV (Safe and Drug-Free Schools and Communities);
- (6) Part B of Title IV (21st Century Community Learning Centers); and
- (7) Part A of Title V (State Grants for Innovative Programs).

(NOTE: These are the same programs under which an LEA may use its "applicable funding" when exercising REAP-Flex authority.)

An LEA that fails to meet its State's definition of AYP after three years may continue to participate in REAP-Flex and the SRS grant program if it uses all of its "applicable funding" (i.e. funds that the LEA receives by formula under Parts A and D of Title II, Part A of Title IV, and Part A of Title V) and SRS grant funds to carry out improvement requirements of section 1116 of the ESEA. An LEA that does not desire to use all of its "applicable funding" and SRS grant funds to carry out the requirements of section 1116 may not exercise the SRS-Flex authority and may not receive subsequent SRS grant awards.

An LEA must use SRS grant funds only to supplement, and not supplant, other education funds.

Each LEA that meets the SRS eligibility requirements - whether or not it receives an SRS grant or even applies for SRS funding - may invoke the REAP-Flex authority.

An LEA that is eligible to participate in the SRS program may not receive funding under the RLI program.

Legislation: [Part B, Subpart 1 - Small Rural Schools](#) [Public Law 107-110: Title VI](#)

Guidance on REAP-Flex is available at <http://www.ed.gov/policy/elsec/guid/reap03guidance.doc>.

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Schools 1-15	Schools 16-30	Schools 31-45	Private/Nonpublic Summary	
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ESEA/NCLB - Private/Nonpublic School Participation (Schools 1-15)

Instructions

[General Information](#)

[Participating Private/Nonpublic Schools](#)

NOTE:Until you have calculated equitable share amounts for each program, including Title I targeting step 4, you cannot complete or save data on these Participation pages.

How many participating Private/Nonpublic schools are attended by students who reside within your boundaries? 0

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ESEA/NCLB - Private/Nonpublic School Participation (Schools 16-30)				Instructions
General Information/Equitable Services Worksheet				
Participating Private/Nonpublic Schools				
How many participating Private/Nonpublic schools are attended by students who reside within your boundaries?				

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ESEA/NCLB - Private/Nonpublic School Participation (Schools 31-45)				Instructions
General Information/Equitable Services Worksheet				
Participating Private/Nonpublic Schools				
How many participating Private/Nonpublic schools are attended by students who reside within your boundaries? 30				

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ESEA/NCLB - Private/Nonpublic School Participation Summary

[Instructions](#)[General Information](#)[Participating Private/Nonpublic Schools](#)

This page is intended to provide an aid in accounting for all of each program's equitable share in case there are more than 15 participating schools attended by students who reside within your boundaries. The Program Totals (B) from these school participation pages must equal the program's equitable share amount (A) when the application is submitted to OPI.

	Equitable Share by Title					
	Title I A	Title II A	Title II D	Title III	Title IV A	Title V A
(A) Equitable share from the Program Detail pages						

Private/Nonpublic School Participation page Summary

Totals - 1-15 (Page 1)						
Totals - 16-30 (Page 2 - If used)						
Totals - 31-45 (Page 3 - If used)						
(B) Program Totals						

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Grant Summary (Read Only)

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Display by ☒ Purpose Category
☐ Object Code

Budget Detail Items have not been created for this Application
Additional Programs
Budget Detail Items have not been created for this Application

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Common Assurances	Title_I Part A	Title_II Part A	Title_II Part D	Title_III	Title_IV Part A	Title_V Part A	Title_VI	Assurances
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Common Assurances for Federal Programs

[Instructions](#)

- ☒ By checking this box and saving the page, the applicant hereby certifies that he/she has read, understood and will comply with the assurances listed below, as applicable to the program(s) for which funding is requested.

Assurances

Each legal entity, district, cooperative or agency that participates in one or more of the programs listed below **MUST** complete and return this form to the Office of Public Instruction (OPI) prior to the award of funds for any U.S. Department of Education administered program.

Submission of this form is not an application for funds and does not obligate the applicant or OPI for the programs. The following pages consolidate common assurances required by federal law that apply to the federal programs listed below. Additional specific program assurances may be included in the application or program plan for that individual program.

Common Assurances

The Common Assurances listed below in items 1-21 apply to all programs administered by the U.S. Department of Education through the Office of Public Instruction, including all programs found in the following Acts:

- ESEA Reauthorized by the No Child Left Behind Act of 2001, Pub. L. No. 107-110, 115 Stat. 1425- Individuals with Disabilities Education Act (IDEA), Part B, 20 USC Section 1400- Carl D. Perkins Vocational and Technical Education Act, 20 USC Section 2301
- Workforce Investment Act, 29 USC Section 2801
- Adult Basic Literacy Education, 42 USC Section 4959
- General Education Provisions Act (GEPA), 20 USC Section 1221
- Pro-Children's Act of 2001, Pub. L. No. 107-110, Section 9532, 115 Stat. 1984

General

1. That each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications [see Pub. L. No. 107-110 Section 9306(a)(1), 115 Stat. 1971].
2. That the applicant will adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations and other recipients responsible for carrying out each program; and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation [see Pub. L. No. 107-110 Section 9306(a)(3), 115 Stat. 1971].
3. No policy of the district prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools per guidance of the Secretary of the U.S. Department of Education [see Pub. L. No. 107-110 Section 9524, 115 Stat. 1980].
4. No school or district that has a designated open forum or a limited public forum denies equal access or a fair opportunity to meet with, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in title 36 of the United States Code, that wishes to conduct a meeting within that designated open forum or limited public forum including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in title 36 of the United States Code [see Pub. L. No. 107-110 Section 9525, 115 Stat. 1981].
5. None of the funds under ESEA will be used for schools to develop or distribute, or operate programs or courses of instruction directed at youth that promotes or encourages sexual activity, distribute or aid in the distribution of obscene materials to minors on school grounds, provide sex education or HIV-prevention education unless that instruction is age appropriate and includes the health benefit of abstinence or to operate a program of contraceptive distribution in schools [see Pub. L. No. 107-110 Section 9526, 115 Stat. 1982].
6. Notwithstanding section 444(a)(5)(B) of the General Education Provisions Act and except that a student or parent of a student may request that the information not be released without written parental consent, each school receiving assistance under ESEA shall provide, on a request made by military recruiters or an institution of higher education, access to secondary student names, addresses, and telephone listings. Each school shall provide military recruiters the same access to secondary students as is provided generally to postsecondary educational institutions or to prospective employers of those students. Each district shall notify parents of the option to not release student information without prior written parental consent and shall comply with any request to do so [see Pub. L. No. 107-110, Section 9528, 115 Stat. 1983].
7. Any student determined to be attending a "persistently dangerous school" as defined by the Office of Public Instruction or who becomes a victim of a violent criminal offense, as determined by state law, while in or on the grounds of a public elementary or secondary school that the student attends, will be allowed to attend a safe public elementary or secondary school within the local school district [see Pub. L. No. 107-110 Section 9532, 115 Stat. 1984].
8. That no person shall permit smoking within any indoor facility (or portion of such facility) owned or leased or contracted for, and utilized by such person for the provision of routine or regular kindergarten, elementary or secondary education, library services, routine health care, day care or early childhood development services [see Pub. L. No. 107-110 Section 4303, 115 Stat. 1774].

Funding, Fiscal Controls, Record Keeping and Reports

9. That the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to such entities; and the public agency, nonprofit private agency, institution or organization, or Indian tribe will administer such funds and property to the extent required by authorizing statutes [see Pub. L. No. 107-110 Section 9306(a)(2)(A)(B), 115 Stat. 1971].
10. That the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the state superintendent of public instruction and the secretary or other federal officials [see Pub. L. No. 107-110 Section 9306(a)(4), 115 Stat. 1971].

- * That expenditures of \$300,000 or more in a year in federal awards shall have a single or program-specific audit conducted for that year in accordance with the provisions of OMB Circular A-133 (OMB Circular A-133).
 - * That federal awards are expended only for allowable activities and that the costs of goods and services charged to federal awards are allowable and in accordance with the applicable cost principles (20 USC 3474; OMB Circular A-102).
 - * That the draw down of federal cash is only for immediate needs (20 USC 3474; OMB Circular A-102).
 - * That proper records are maintained for equipment acquired with federal awards, equipment is adequately safeguarded and maintained, disposition or encumbrance of any equipment or real property is in accordance with federal requirements, and the federal awarding agency is appropriately compensated for its share of any property sold or converted to non-federal use (20 USC 3474; OMB Circular A-102).
 - * That matching, level of effort, or earmarking requirements are met using only allowable funds or costs which are properly calculated and valued (20 USC 3474; OMB Circular A-102).
 - * That federal funds are used only during the authorized period of availability (20 USC 3474; OMB Circular A-102) [Pub. L. No. 107-110 Section 9201, 115 Stat. 1966].
 - * That procurement of goods and services are made in compliance with the provisions of the A-102 Common Rule or OMB Circular A-110, as applicable, and that no subaward, contract, or agreements for purchases of goods or services is made with any debarred or suspended party (20 USC 3474; OMB Circular A-102).
 - * That program income is correctly earned, recorded, and used in accordance with the program requirements (20 USC 3474; OMB Circular A-102).
 - * That reports of federal awards submitted to the pass-through entity include all activity of the reporting period, are supported by underlying accounting or performance records, and are fairly presented in accordance with program requirements (20 USC 3474; OMB Circular A-102).
 - * That required audits are obtained and appropriate corrective action is taken on audit findings (20 USC 1221e-3 & 3474; OMB Circulars A-102, & A-133).
11. That the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to such applicant under each such program [Pub. L. No. 107-110 Section 9306(a)(5), 115 Stat. 1971] in accordance with state school accounting and reporting policies as applicable (School Accounting Manual).
 12. That the local education agency will make reports to the state superintendent of public instruction and to the secretary as may reasonably be necessary to enable the state education agency and the secretary to perform their duties and that the local education agency will maintain such records for three years and the current year or as required in school districts in the School District Records Schedule (Schedule No. 7) published by the Montana Department of Administration and provide access to those records, as the superintendent or secretary deem necessary to perform their duties [see Pub. L. No. 107-110 Section 9306(a)(6), 115 Stat. 1971].
 13. That in the case of any project involving construction, the project is not inconsistent with overall state plans for the construction of school facilities, and in developing plans for construction due consideration will be given to excellence of architecture and design and to compliance with Appendix A of Part 36 of Title 28, Code of Federal Regulations (Americans With Disabilities Accessibility Guidelines for Buildings and Facilities) or Appendix A of Part 101-19.6 of Title 41, Code of Federal Regulations (Uniform Federal Accessibility Standards).
 14. That none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such organization [see Title XX of GEPA, 20 USC Section 2342(c)(11)].
 15. Laborers and mechanics employed by contractors or subcontractors to work on construction projects financed using federal assistance must be paid wages not less than those established for the local project area by the Secretary of Labor. [Davis Bacon Act, 40 Stat. 1494, 40 USC 276a-276a-s]

Participation

16. That before each application is submitted, the applicant will afford a reasonable opportunity for public comment on the application and has considered such comment [see Pub. L. No. 107-110, Section 9306](a)(7), 115 Stat. 1971].
17. That the applicant is in compliance with the federal regulations 34 CFR 75.650 [see Pub. L. No. 107-110, Section 9501(a)(1), 115 Stat. 1975] governing private school participation which require that public school subgrantees provide students enrolled in private schools with a genuine opportunity for equitable participation should private schools in the subgrantee's district wish to participate in federal programs. That the applicant who is in receipt of ESEA funding is in compliance with nonpublic school requirements including timely and meaningful consultation with appropriate nonpublic school officials (Title IX, Part E, ESEA).

Nondiscrimination

18. That the applicant assures that it will comply with Title VI of the Civil Rights Act of 1964, as amended, 42 USC Section 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving federal financial assistance; and Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC Section 794, which prohibits discrimination on the basis of handicap in programs receiving federal financial assistance; and Title IX of Education Amendments of 1972, as amended, 20 USC Section 1681 et seq., which prohibits discrimination on the basis of sex in education programs receiving federal financial assistance; and the Age Discrimination Act of 1975, as amended, 42 USC Section 6101 et seq., which prohibits discrimination on the basis of age in programs receiving federal financial assistance; and all regulations, guidelines, and standards lawfully adopted under the above statutes by the U.S. Department of Education.

Gun-Free Schools

19. That the applicant is in compliance with the Gun-Free Schools Act requirements of Section 20-5-202, MCA.

Debarment and Suspension

20. That the applicant certifies that it is not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation by any federal department or agency, and agrees that it will not knowingly enter into any subcontract or subgrant with a person or agency who is debarred, suspended, declared ineligible or voluntarily excluded from participation by any federal department or agency. If the applicant is unable to provide this certification, an explanation must be attached (see statutory detail in 34 CFR Section 85.105 and 85.110).

Lobbying and Political Activity

21. That the applicant certifies that federal funds will not be used for partisan political purposes of any kind by any person or organization involved in the administration of federally assisted programs. [Hatch Act (S USC 1501- 508) and Intergovernmental Personnel Act of 1970, as amended by Title VI of Civil Services Reform Act (Pub. L. No. 95-454, Section 4728)]:
 - a. federal funds received for programs covered by this common assurance form will not be used to influence or attempt to influence an officer or employee of any agency, a Member, officer, or employee of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with awarding of any federal contract; making any federal grant or loan; entering into any cooperative agreement; and extending, continuing, renewing, amending, or modifying any federal contract, grant, loan, or cooperative agreement.
 - b. if funds other than federally appropriated funds have been or will be paid to any person for influencing or attempting to influence any of the

parties named above, Standard Form LLL, "Disclosure Form to Report Lobbying" will be completed and submitted in accordance with its instructions and returned to OPI.

c. the language of this section will be included in any subcontracts entered into for funds received under programs covered by this common assurance form, and ensure that all subcontractors certify and disclose accordingly (see statutory detail 34 CFR Section 82).

Common Assurances agreed to on:

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Specific Program Assurances-ESEA Title I: Improving the Academic Achievement of the Disadvantaged; Part A-improving Basic Programs Operated by Local Education Agencies

[Instructions](#)

☐ By checking this box, the applicant hereby certifies that he/she has read, understood and will comply with the assurances listed below, as applicable to the program(s) for which funding is requested.

1. That the applicant will inform eligible schools and parents of schoolwide project authority and the ability of such schools to consolidate funds from federal, state, and local sources [Pub. L. No. 107-110 Section 1112(c)(1)(A), 115 Stat. 1465].
2. That the applicant will provide technical assistance and support to schoolwide programs [Pub. L. No. 107-110 Section 1112(c)(1)(B), 115 Stat. 1465].
3. That the applicant will work in consultation with schools as the schools develop the schools' plans pursuant to Pub. L. No. 107-110 Section 1112(c)(1)(C), 115 Stat. 1465 and assist schools as the schools implement such plans or undertake activities pursuant to Pub. L. No. 107-110 Section 1112(c)(1)(C), 115 Stat. 1465 so that each school can make adequate yearly progress toward meeting the state content standards and state student performance standards.
4. That the applicant will fulfill such agency's school improvement responsibilities under Pub. L. No. 107-110 Section 1116, 115 Stat. 1478, including taking corrective actions under paragraphs (7) and (8) of Pub. L. No. 107-110 Section 1116(b), 115 Stat. 1478 [Pub. L. No. 107-110, Section 1112(c)(1)(D), 115 Stat. 1465].
5. That the applicant will provide services to eligible children attending private elementary and secondary schools in accordance with Pub. L. No. 107-110 Section 1120, 115 Stat. 1508 [Pub. L. No. 107-110 Section 1112(c)(1)(E), 115 Stat. 1465], and timely and meaningful consultation with private school officials regarding such services.
6. That the applicant will take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part [Pub. L. No. 107-110 Section 1112(c)(1)(F), 115 Stat. 1465].
7. That if an LEA chooses to use funds under this part, the applicant will provide early childhood development services to low-income children below the age of compulsory school attendance, and ensure that such services comply with the performance standards established under Section 641A(a) of the Head Start program [Pub. L. No. 107-110 Section 1112(c)(1)(G), 115 Stat. 1465].

8. That the applicant will work in consultation with schools as the schools develop and implement their plans or activities under Pub. L. No. 107-110 Section 1118 and Section 1119, 115 Stat. 1501-1508 [Pub. L. No. 107-110 Section 1112(c)(1)(H), 115 Stat. 1465].
9. That the applicant will comply with the requirements of Pub. L. No. 107-110 Section 1119, 115 Stat. 1505 [Pub. L. No. 107-110 Section 1112(c)(1)(I), 115 Stat. 1465] regarding the qualifications of teachers and paraprofessionals and professional development.
10. That the applicant will inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX [Pub. L. No. 107-110 Section 1112(c)(1)(J), 115 Stat. 1465].
11. That the applicant will coordinate and collaborate to the extent feasible and necessary, as determined by the local education agency (LEA), with the state education agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under Pub. L. No. 107-110, Section 1116, 115 Stat. 1478 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school [Pub. L. No. 107-110 Section 1112(c)(1)(K), 115 Stat. 1465].
12. That the applicant will ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers [Pub. L. No. 107-110 Section 1112(c)(1)(L), 115 Stat. 1465].
13. That the applicant will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994 [Pub. L. No. 107-110 Section 1112(b)(F), 115 Stat. 1465].
14. That the applicant will use the results of the student academic assessments required under Pub. L. No. 107-110, 115 Stat. 1425 and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the state's proficient level of achievement on the state academic assessments described in Pub. L. No. 107-110, 115 Stat. 1425 within 12 years from the baseline year described in Pub. L. No. 107-110 Section 1112(c)(1)(M), 115 Stat. 1466.
15. That the applicant will ensure that the results from the academic assessments required under Pub. L. No. 107-110 Section 1111(b)(3), 115 Stat. 1454 will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand [Pub. L. No. 107-110, Section 1112(c)(1)(N), 115 Stat. 1466].
16. That the applicant assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with Pub. L. No. 107-110 Section 1111(b)(8)(D) [Pub. L. No. 107-110 Section 1112(c)(1)(O), 115 Stat. 1466].
17. That the applicant has established and implemented: (1) a local educational agency wide salary schedule; (2) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and (3) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies [Pub. L. No. 107-110 Section 1120A(c)(2), 115 Stat. 1512].
18. That the state educational agency or local educational agency shall use federal funds received under this part only to supplement the funds that would, in the absence of such federal funds, be made available from nonfederal sources for the education of pupils participating in programs assisted under this part, and not to supplant such funds.
19. That the applicant approves the state educational agency withholding a necessary percentage of funds authorized under Section 1003 to provide the statewide system of support, including school support teams, which will provide services directly to schools and districts in improvement, corrective action, and/or restructuring.

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Specific Program Assurances-ESEA Title II, Part A

[Instructions](#)

☐ By checking this box and saving the page, the applicant hereby certifies that he or she has read, understood and will comply with the assurances listed below.

1. That the applicant will target Title II, Part A funds to schools with the lowest proportion of highly qualified teachers; have the largest class sizes; or are identified for school improvement under Title I [Pub. L. No. 107-110 Section 2122(b)(3), 115 Stat. 1628]. A highly-qualified teacher is one certified by the State of Montana and endorsed in the grade levels and subjects taught [Pub. L. No. 107-110 Section 9101 (23), 115 Stat. 1959].
2. That Title II, Part A services for students enrolled in both private and public schools are provided on an equitable basis and that annually the district will make every reasonable effort to offer Title II services to children enrolled in known private schools within the district [Pub. L. No. 107-110 Section 2122(b)(11), 115 Stat. 1629].
3. That all Title II, Part A professional development activities will be decided by a committee and will be based upon scientifically researched practices and a data-driven local needs assessment [Pub. L. No. 107-110 2122(b)(6), 115 Stat. 1628]. That the committee will be composed of teachers, paraprofessionals, principals, other relevant school staff, and parents [Pub. L. No. 107-110 Section 2122(b)(7), 115 Stat. 1628].
4. That the district will use Title II, Part A funds only to supplement, not supplant, funds from non-Federal sources that would otherwise be used for activities authorized under Title II, Part A [Pub. L. No. 107-110 Section 2123(b), 115 Stat. 1632].
5. That teachers hired with these funds are highly qualified and meet the requirements of the law [Pub. L. No. 107-110 Section 2123 (a)(2) and (7), 115 Stat. 1629 and 1631]. A highly qualified teacher is one certified by the State of Montana and endorsed in the grade levels and subjects taught [Pub. L. No. 107-110 Section 9101(23), 115 Stat. 1959].

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Specific Program Assurances-ESEA Title II Part D - Enhancing Education Through Technology

[Instructions](#)

☐ By checking this box and saving the page, the applicant hereby certifies that he/she has read, understood and will comply with the assurances listed below.

1. That the applicant will have a new or updated local long-range strategic educational technology plan that is consistent with the objectives of the statewide educational technology plan [Pub. L. No. 107-110 Section 2414, 115 Stat. 1676]. The technology plan shall also include:
 - a. a description of how the applicant will use Title II, Part D funds to improve student academic achievement, including the technology literacy of all students, and to improve the capacity of teachers to integrate technology effectively into curricula and instruction;
 - b. the applicant's specific goals for using advanced technology to improve student academic achievement, aligned with state content and performance standards;
 - c. the steps that will be taken to ensure that all students and teachers have increased access to educational technology, including how the LEA will use funds under Title II, Part D with funds from other sources to ensure that:
 - 1) Students in high-poverty and high-needs schools will have access to technology, and
 - 2) Teachers are prepared to integrate technology effectively into curricula and instruction;
 - d. a description of how the applicant will identify and promote curricula and teaching strategies that integrate technology effectively into curriculum instruction, based on a review of relevant research, leading to improvements in student academic achievement;
 - e. provide ongoing, sustained professional development for district staff to further the effective use of technology in the classroom or library media center (a minimum of 25 percent of funds received must be used for professional development);
 - f. a description of the type and costs of technologies to be acquired under this funding including services, software and digital curricula, and including specific provisions for interoperability among components of such technologies;
 - g. a description of how the activities provided with funds from this part will be coordinated with funds available from other

- federal, state and local sources;
 - h. a description of how technology will be integrated into curricula and instruction and a timeline for such integration;
 - i. a description of how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources;
 - j. a description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school;
 - k. a description of how programs will be developed, where applicable, in collaboration with adult literacy service providers to maximize the use of technology;
 - l. a description of the process and accountability measures that will be used to evaluate the extent to which activities funded are effective in integrating technology into the curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging state academic content and performance standards; and
 - m. a description of the supporting resources (services, software and other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.
- 2. That the applicant will certify (annually) that if funds under this part are used to purchase computers, software, services, supplies or materials to access the Internet, or pay for direct costs associated with accessing the Internet, the LEA has in place a policy of Internet safety [Pub. L. No. 107-110 Section 2441, 115 Stat. 1685, Internet Safety] for minors and staff members that:
 - a. Protects (filters) against access through such computers to visual depictions that
 - 1) Contain obscenity;
 - 2) Contain child pornography; and
 - 3) Would be harmful to minors.
 - b. Ensures the operation of such technology protection measures (filter) during use of such computers (especially by minors).
- 3. That the applicant will certify that funds received under this part will supplement, not supplant, state and local funds.

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Specific Program Assurances-ESEA Title III

[Instructions](#)

☐ By checking this box and saving the page, the applicant hereby certifies that he or she has read, understood and will comply with the assurances listed below.

1. The LEA assures that it will provide the annual assessment of the English language proficiency of its LEP students.
2. The LEA assures that consultation took place with teachers, school administrators and parents in developing an educational plan for limited English proficient children. [Section 3116(C)(5)]
3. The LEA assures it will comply with the Title III parental notification procedures.
4. The LEA assures that all teachers of any language instruction program for limited English proficient children are fluent in English and any other language used for instruction. [Section 3116(c)]

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Specific Program Assurances: ESEA Title IV: 21st Century Schools; Part A - Safe and Drug-Free Schools and Communities

[Instructions](#)

☐ By checking this box and saving the page, the applicant hereby certifies that he/she has read, understood and will comply with the assurances listed below.

1. That 20 USC Section 7115 and Section 7116 of the Safe and Drug-Free Schools and Communities Act regarding:
 - * timely, meaningful, and continued consultation with state and local government, school staff, parents, community based organizations and others;
 - * analyzing current use of tobacco, alcohol and controlled, illegal and addictive or harmful substances and violence, safety and discipline problems among students who attend the schools of the applicant, and that the analysis is based on ongoing local assessment or evaluation activities;
 - * adopting and implementing a comprehensive drug and violence prevention program in the schools that conveys a clear and consistent message that violence and illegal drug use are wrong and harmful, that complies with the Principles of Effectiveness and fosters a safe and drug-free learning environment.
 - * developing an evaluation and reporting system that includes the prevalence of drug use and violence by youth in the schools and the community; and
 - * coordinating the local plan for drug and violence prevention with other IASA federally funded programs in which the district participates and with other community programs.
2. That the applicant assures that it has reviewed curricula it intends to use and that such curricula will meet the needs of the schools served by the applicant; and assures that the LEA program is an age-appropriate, developmentally based drug abuse and violence education and prevention program for students throughout all grades of the schools (from early childhood through grade 12) operated or served by the applicant [Pub. L. No. 107-110 Section 4115, 115 Stat. 1745]
3. That the applicant assures that its local drug and violence prevention program is a comprehensive program designed for all students and employees to create a disciplined environment conducive to learning, prevent violence and promote school safety, prevent the use, possession

- and distribution of tobacco, alcohol and illegal drugs by students, and prevent the illegal use, possession and distribution of those substances by employees [Pub. L. No. 107-110 Section 4115, 115 Stat. 1745].
4. That the applicant assures that it has a safe schools plan in place that includes: school discipline policies, security procedures at school and while students are on the way to and from school, a crisis management plan for responding to traumatic incidents on school grounds, and a code of conduct policy for all students [Pub. L. No. 107- 110 Section 4114(d)(7), 115 Stat. 1744].
 5. That the funds will be used to supplement and not supplant other non-federal funds that would be otherwise available.

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Specific Program Assurances-ESEA Title V: Promoting Informed Parental Choice and Innovative Programs; Part A-Innovative Programs

[Instructions](#)

☐ By checking this box and saving the page, the applicant hereby certifies that he/she has read, understood and will comply with the assurances listed below.

1. That Title V, Part A services for students enrolled in both private and public schools are provided on an equitable basis and that annually the district will make every reasonable effort to offer Title V, Part A services to children enrolled in known private schools within the district [Pub. L. No. 107-110 Section 5133(b)(5), 115 Stat. 1783].
2. That all Title V, Part A activities will be decided through systematic consultation with school personnel and parents; will be based upon scientifically researched practices and a data-driven local needs assessment; and will be evaluated annually [Pub. L. No. 107-110 Section 5133(b)(7) and (8), 115 Stat. 1783].
3. That the district will use Title V, Part A funds only to supplement, not supplant, funds from any other Federal, State, or local education funds that would otherwise be used for activities authorized under Title V [Pub. L. No. 107-110 Section 5144, 115 Stat. 1788].

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Specific Program Assurances-ESEA Title VI

[Instructions](#)

☐ By checking this box and saving the page, the applicant hereby certifies that he or she has read, understood and will comply with the assurances listed below.

1. That Title VI services for children enrolled in both private and public schools are provided on an equitable basis in accordance with ESEA, as amended by Section 6402 of Pub. L. No. 103-382, and that annually the district will make every reasonable effort to offer Title VI services to children enrolled in known private schools within the district [Pub. L. No. 107-110 Section 6141(c)(1)(K), 115 Stat. 1880].
2. That in the design, planning and implementation of programs authorized by Title VI, the district will provide for systematic consultation with parents, teachers, and administrative personnel, and with other groups involved in the implementation of Title VI (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the local education agency [Pub. L. No. 107-110 Section 6141(c)(1)(C), 115 Stat. 1879].
3. That the district will use Title VI funds only to supplement, not supplant, funds from nonfederal sources (including, to the extent practical, to increase the level of nonfederal funding sources that would be made available in the absence of Title VI funds) [Pub. L. No. 107-110 Section 6141(c)(1)(L), 115 Stat. 1880].

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Common Assurances	Title_I Part A	Title_II Part A	Title_II Part D	Title_III	Title_IV Part A	Title_V Part A	Title_VI	Assurances
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Assurance Agreement

[Instructions](#)

The authorized representative of the applicant who is identified below certifies that he or she has read, understood and will comply with all of the provisions of the following assurances.

NOTE: These checkboxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- ☒ Common Assurances
- ☐ Title I, A
- ☐ Title II, A
- ☐ Title II, D
- ☐ Title III
- ☐ Title IV, A
- ☐ Title V, A
- ☐ Title VI

[Close Printer Friendly Page](#)

OPI E-Grants System

[OPI](#)
[Home](#)

Applicant Name:

Legal Entity:

Application Sections **ESEA / NCLB Consolidated**

Application: 2007-2008 Original Application

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Submit[Instructions](#)

Assurances must be reviewed and approved before you can submit your application.

[Consistency Check](#)[Consulting](#)[Close Consulting](#)[Lock Application](#)[Unlock Application](#)

Assurances

LEA Data Entry

LEA Administrator

Final review

Close Printer Friendly Page

OPI E-Grants System

[OPI Home](#)

Applicant Name:
Application: 2007-2008 Original Application

Legal Entity:

Application Sections

ESEA / NCLB Consolidated

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Application History (Read Only)

[Instructions](#)

This Application has not been submitted

[Close Printer Friendly Page](#)

OPI E-Grants System

[OPI Home](#)

Applicant Name:

Legal Entity:

Application Sections **ESEA / NCLB Consolidated**

Application: 2007-2008 Original Application

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Page Review Status

[Instructions](#)☒ Expand All

ESEA Consolidated

[ESEA / NCLB Consolidated](#)

Contact Information

[Funding](#)

Allocations

Topic Funding

[Private/NonPublic School Participation](#)

Schools 1-15

Schools 16-30

Schools 31-45

[Assurances, Common and Program](#)

Common Assurances

Title_I Part A

Title_II Part A

Title_II Part D

Title_III

Title_IV Part A

Page Status	Open Page for editing
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Unlock Section	<input type="checkbox"/>
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OPEN	<input type="checkbox"/>
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Unlock Section	<input type="checkbox"/>
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OPEN	<input type="checkbox"/>
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Unlock Section	<input type="checkbox"/>
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OPEN	<input type="checkbox"/>
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OPEN	<input type="checkbox"/>
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Title_V Part A	OPEN	<input type="checkbox"/>
Title_VI	OPEN	<input type="checkbox"/>
Assurances	OPEN	<input type="checkbox"/>
AssurancesText	OPEN	<input type="checkbox"/>
Title I A - Basic	Unlock Section	<input type="checkbox"/>
Program Detail	Unlock Section	<input type="checkbox"/>
Topic_1 Objectives and Activities	OPEN	<input type="checkbox"/>
Topic_2 Objectives and Activities	OPEN	<input type="checkbox"/>
Topic_6 Parental Involvement Activities	OPEN	<input type="checkbox"/>
Targeting Step 1	OPEN	<input type="checkbox"/>
Targeting Step 2	OPEN	<input type="checkbox"/>
Targeting Step 3	OPEN	<input type="checkbox"/>
Targeting Step 4	OPEN	<input type="checkbox"/>
Budget Pages	Unlock Section	<input type="checkbox"/>
Full-Time Equivalents	OPEN	<input type="checkbox"/>
Budget Detail	OPEN	<input type="checkbox"/>
Title I A - Schoolwide	Unlock Section	<input type="checkbox"/>
Overview/ General Information	OPEN	<input type="checkbox"/>
Budget Pages	Unlock Section	<input type="checkbox"/>
Budget Detail	OPEN	<input type="checkbox"/>
Title II A - Improving Teacher Quality	Unlock Section	<input type="checkbox"/>
Program Detail	Unlock Section	<input type="checkbox"/>
Private/Nonpublic Equitable Share	OPEN	<input type="checkbox"/>
Activities	OPEN	<input type="checkbox"/>
Budget Pages	Unlock Section	<input type="checkbox"/>
Budget Detail	OPEN	<input type="checkbox"/>
Budget Summary	OPEN	<input type="checkbox"/>
Title II D - Ed Tech	Unlock Section	<input type="checkbox"/>
Program Detail	Unlock	<input type="checkbox"/>

	Section	
Private/Nonpublic Equitable Share	OPEN	<input type="checkbox"/>
Program Plan	OPEN	<input type="checkbox"/>
Activities/Strategies for Objectives	OPEN	<input type="checkbox"/>
Budget Pages	Unlock	<input type="checkbox"/>
Budget Detail	Section	<input type="checkbox"/>
	OPEN	<input type="checkbox"/>
Title III - English Language Acquisition	Unlock	<input type="checkbox"/>
	Section	<input type="checkbox"/>
Program Detail	Unlock	<input type="checkbox"/>
	Section	<input type="checkbox"/>
Private/Nonpublic Equitable Share	OPEN	<input type="checkbox"/>
Activities	OPEN	<input type="checkbox"/>
Budget Pages	Unlock	<input type="checkbox"/>
Budget Detail	Section	<input type="checkbox"/>
	OPEN	<input type="checkbox"/>
Title IV A - SDFSC	Unlock	<input type="checkbox"/>
	Section	<input type="checkbox"/>
Program Detail	Unlock	<input type="checkbox"/>
	Section	<input type="checkbox"/>
Private/Nonpublic Equitable Share	OPEN	<input type="checkbox"/>
Objective 1	OPEN	<input type="checkbox"/>
Objectives 2-3 (Security)	OPEN	<input type="checkbox"/>
Budget Pages	Unlock	<input type="checkbox"/>
Budget Detail	Section	<input type="checkbox"/>
	OPEN	<input type="checkbox"/>
Title V A - Innovative Programs	Unlock	<input type="checkbox"/>
	Section	<input type="checkbox"/>
Program Detail	Unlock	<input type="checkbox"/>
	Section	<input type="checkbox"/>
Private/Nonpublic Equitable Share	OPEN	<input type="checkbox"/>
Activities	Unlock	<input type="checkbox"/>
	Section	<input type="checkbox"/>
Activities Summary	OPEN	<input type="checkbox"/>
Activity 1	OPEN	<input type="checkbox"/>
Activities 2-9	OPEN	<input type="checkbox"/>
Activities 10-18	OPEN	<input type="checkbox"/>
Activities 19-27	OPEN	<input type="checkbox"/>
Budget Pages	Unlock	<input type="checkbox"/>

Budget Detail	Section OPEN	<input type="checkbox"/>
Title VIB - Rural Low Income	Unlock Section	<input type="checkbox"/>
Program Detail	OPEN	<input type="checkbox"/>
Budget Pages	Unlock Section	<input type="checkbox"/>
Budget Detail	OPEN	<input type="checkbox"/>

Save